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ABSTRACT

Recognition of the significance and interrelatedness of research, relevance, and educational realities concerning foreign language instruction in the elementary schools (FLES) is exhibited in eight articles contained in this annual report compiled by the National FLES Committee of the American Association of Teachers of French. The articles include: (1) "Criteria for Research" by R. Pillet, (2) "An Overview of Research Findings in FLES" by I. Couture, (3) "FLES and High School Achievement" by J. Mirsky, (4) "Psychological Backgrounds of Language Learning at the FLES Level" by V. Gramer, (5) "Language Learning in the FLES Classroom" by C. Tarlton, (6) "Introductory Remarks on FLES Enrollments: This Is Where We're At" by V. Spaar and B. Bendon, (7) "Progress Made in the Past Ten Years" by P. Aspel, and (8) "Implementation of Results" by R. Pillet. (This document previously announced as ED 055 495.) (RI)

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A Report by THE FLES COMMITTEE of the
AMERICAN ASSOCIATION
OF TEACHERS
OF FRENCH

RESEARCH
RELEVANCE
REALITY

THE THREE R's OF FLES

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FL 004 379

Co-Editors
Gladys C. Lipton
Edward H. Bourque

Presented
December 29, 1969
Detroit, Michigan

ED 077303

THE THREE R's OF FLES

Research, Relevance, Reality

A Report by the

FLES Committee

of the

American Association of

Teachers of French

Dr. Gladys C. Lipton
Chairman
Board of Education
New York City

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Fairfield, Connecticut

Presented

December 29, 1969

Detroit, Michigan

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PREFACE

The FLES Committee of the American Association of Teachers of French continues to publish an annual report on some particular aspect of foreign language study in the elementary schools. Since 1960, the National FLES Committee has become a permanent working Committee of the Association. At the Annual Meeting of the Association, this group has presented a report in plenary session. The following are the topics that have been discussed in previous reports:

1961: The Supply, Qualifications, and Training of Teachers of FLES

1962: Language Structures at the FLES Level, Including Testing for Mastery of Structures[1]

1963: The Correlation of a Long Sequence Beginning in the Elementary School[1]

1964: Reading at the FLES Level[1]

1965: Culture in the FLES Program[2]

1966: FLES and the Objectives of the Contemporary Elementary Schools[2]

1967: The FLES Student: A Study[2]

1968: FLES: Projections into the Future[3]

The 1969 Committee Report, The Three R's of FLES has been devoted to recent research in FLES programs in various parts of

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[1]Available from the National Information Bureau, University of Illinois, Urbana, Illinois

[2]Available from Chilton Books, 401 Walnut Street, Philadelphia, Pennsylvania

[3]Available from MLA Materials Center, 62 Fifth Avenue, New York 10011

the country, the relevance of language learning at the FLES level, and the realities concerning an early beginning of foreign language study and statistical reports. The 1969 Report is available from the MLA Materials Center, 62 Fifth Avenue, New York, 10011. The emphasis in this report has been placed mostly on the present status of FLES on a nationwide basis. The research that comprises the body of the Report has been gathered from a number of systems offering programs of foreign languages at the elementary level.

At a time when FLES programs in various parts of the country are being threatened with extinction, it is encouraging to present a report of this nature based on concrete evidence of what an early beginning in the study of a foreign language can do for a child now and in the later years of continued studied. The reader will be interested in the various topics that have been developed by the Committee and even use some of this information as reinforcement for their own beliefs in FLES programs. Readers of this report, especially administrators at all levels, curriculum specialists, and foreign language teachers, will be quite interested in the reports presented on research findings in FLES and achievement at the high school level. Of special interest as well, are the topics dealing with criteria for research and how to implement results gained from research. Of importance to all concerned with FLES will be a report on the present status of FLES - how much progress has been made in recent years.

The Committee is one of constant change in order to bring together professionals interested in researching and reporting on

various aspects of foreign language study in the elementary schools. Each year the Committee reorganizes after presenting its report at the annual meeting of the AATF. It was in Boston, site of the annual meeting in 1968, that the Chairmen invited interested persons to participate in a discussion of plans for the 1969 Report. After a period of almost ten years, it was decided by the Committee that the most appropriate subject to discuss would concentrate for the most part on the accomplishments of FLES programs during this past decade.

Sincere appreciation is expressed to the President of the AATF and to his officers for the continued financial support granted the Committee in the annual work of preparing a report. The Committee also wishes to welcome Professor Francis W. Nachtmann of the University of Illinois as the first Executive Secretary of the American Association of Teachers of French. The Co-Chairmen extend their thanks to Miss Mary-Jo Dzurik of the Fairfield Board of Education secretarial staff for the many hours spent in the technical preparations of the 1969 Report. Acknowledgments are also extended to the personnel of the printing facilities at Fairfield University.

Gladys C. Lipton
New York, New York

Edward H. Bourque
Fairfield, Connecticut

INTRODUCTION

The FLES movement (together with its equivalents in other countries) has, in the form we know it, a continuous history of some 10 or 20 years behind it. In spite of its ups and downs, FLES has remained a vital force in second-language teaching. But the naïve over-optimism, which sometimes accompanied the introduction of FLES programs, has generally now given way to a sober demand for reexamination. The three key words inspiring the papers in this Report, "Research," "Relevance" and "Reality," express well the current concerns - not only in U. S. A. but also, for example, in Canada or Great Britain.

In the first place, the basic questions - is it worthwhile to introduce languages into the education of young children? how can one best mobilize, under school conditions, the language learning potential of young children? what are the long-term effects of FLES? - these, and many other questions besides, are still open and demand <u>research</u>.

Secondly, to teachers of French and other languages it is obvious that language learning is socially desirable and forms an important part of education. It is a <u>relevant</u> activity. But to a child, especially a younger child, the payoff of language learning is too distant. The relevance of learning a language is not obvious to him. The psychology of second-language learning and above all the motivation of the language learner are among the key

problems particularly in the FLES situation.

Lastly, those interested in FLES must not ignore the practical realities of keeping a FLES program going: the training and staffing problems, the questions of selecting the right kind of teaching materials and above all the problem of funding the whole operation. FLES programs inevitably break down unless they are adequately planned and properly integrated into the school program and receive the same kind of support that is normally given to other curriculum activities.

A report such as this one which deals with such key issues of FLES is to be welcomed. If the FLES movement takes into account the three R's proposed by the two editors, its future can indeed be regarded as hopeful.

H. H. Stern
Toronto

RESEARCH

In this first section, an attempt has been made to gather together the major reports and research dealing with the rationale for FLES, and to make an objective presentation of their results.

In this first article, the author, recognizing the need for further research in the field of foreign languages at the elementary school level, indicates some of the directions for further study. The major concerns deal with the effect of foreign language instruction upon the learner, the relevance of course content, and the various types of methodological patterns which may be effective at the FLES level.

The second author presents an overview of the professional literature on FLES instruction involving the effect of FLES study on pupil performance in basic elementary school subjects, the effect of FLES instruction on later foreign language study, and the neurological and sociological bases for the early introduction of foreign languages.

The third article in this section presents a study in depth of the effect of FLES upon secondary school foreign language study. The author examines the important research studies in this area from the point of view of those factors which are necessary for validity of research. The careful evaluation of the findings of research is needed on the teacher level, the supervisor level and the administrator level.

Gladys Lipton

CRITERIA FOR RESEARCH

Basic research addressing itself to absolute measurement will and must continue. It is important to reach definitive conclusions on the relative merits of one methodology over another, on the degree of function or dysfunction of one medium over another. It is likewise essential to establish normative bases for individual student achievement in the several language skills. Continuing research into the native language learning process with its implications for second-language learning must be accelerated.

Of a more pedestrian, though not less essential nature, we suggest several criteria for action-oriented, classroom-centered research clustered under the general criterion of applicability.

1. *Effect of Foreign Language Instruction on the Learner*

   There is great need to document student reactions to various programs and activities, particularly with a view of individualizing instruction. The following unanswered questions are illustrative of the direction data collecting might take:

   a. *What is the effect of the "success" factor on motivation?*

   b. *To what degree do individual aptitudes affect student response to various language skills?*

   c. *For what category of students is rote-learning more acceptable or more repugnant?*

d. *What are some norms of expectation in rote learning and retention for different categories of students?*

e. *What short-term rewards are effective to compensate for the long-range, cumulative nature of foreign language learning?*

f. *In what way is "readiness" for the language experience determined? At what point is saturation reached? What is the proper amount of concentration at various levels?*

2. *Relevance of Course Content*

a. *What do students of different ages wish they could say in the foreign languages?*

b. *What situational vocabulary would best encourage utilization of the foreign language outside the classroom in a real life situation?*

c. *What "cultural" topics are most stimulating to students? What are the implications for lexical and structural control?*

d. *To what extent can humour, whimsy, beauty be incorporated into the content of elementary instruction? With what success?*

3. *Programatic Concerns*

a. *Can a minimal vocabulary and structure inventory be delineated? To what extent will it be relevant (2 above)? To what extent will it be acceptable to the profession?*

b. To what extent can content and methodology be "standardized" for a particular system to make possible any degree of vertical and horizontal articulation?

c. What comprehensive, descriptive inventories can be compiled to facilitate selection of equipment, self-instructional programs and adjunct materials as these relate to the individualization of instruction?

d. What observations, based on experience, can be disseminated to the profession in the area of instructional organization (team teaching, differentiated staff, live versus audio-visual, etc.)

These are questions which beg answers which would be significant for foreign language instruction at all levels. It is our conviction that essential data can be collected through the teacher who is the person closest to the actual responses of students in the classroom. It is our further conviction that the elementary school setting, in so far as the population's responses are genuine and uncontaminated by sophistication, can be a rich mine for data having direct bearing on essential problems.

Roger A. Pillet
Chicago, Illinois

AN OVERVIEW OF RESEARCH FINDINGS IN FLES

As our nation is now playing a role of leadership, as many job opportunities await graduates who can understand and speak in a foreign tongue, as improved communication and transportation are making foreign language knowledge an advantage for all Americans, educators, parents and the government recognize the urgent need for today's children to communicate directly and comprehensively with the people of the world.

A great deal of the research which has been done during the past ten to twelve years was due to the concern of educators and parents over the effects of adding a second language to the elementary curriculum. The reports, however, seem to indicate that the effects of foreign language instruction to younger children are favorable when it relates to achievement at both elementary and secondary level for average and superior students in basic subject areas and upon later achievement in high school. A number of research findings also point out favorable psychological, neurological and sociological reasons for introducing foreign languages in the elementary school.

An experiment in Oakmont, Pennsylvania schools in 1954-55 showed no significant differences in the achievement in the basic subjects or standardized Metropolitan tests of the experimental group which had been introduced to French in the third grade as compared to the fourth graders who had not had daily 20 minute French lessons for two years.[1]

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[1]Geigle, Ralph C., "Foreign Languages and Basic Learning," The Elementary School Journal, May 1957, pp. 418-419.

A three-year study by the St. Paul, Minnesota public schools from 1960-63 involving 4,611 students in grades four, five, and six with six schools each for the control and experimental group also showed no detrimental effect upon measured achievement in the subject areas from which time was taken.[2]

A one-year study reported by the public schools of Champaign, Illinois in 1963 showed no significant loss in other subjects as measured by the standardized Iowa Achievement Test of Basic Skills. The FLES (Foreign Languages in the Elementary Schools) group, whose foreign language time allotment was 100 minutes a week, showed greater achievement in reading, vocabulary, and reading comprehension than did non-FLES students.[3]

Another experiment reported in 1963 took place in two public schools in Metropolitan, New York with 114 third graders for one year. The groups studying a foreign language evidenced greater mean achievement gain in seven out of eight instances.[4]

Another three-year study by the Salt Lake City School District ending in 1963 reported that superior students who were enrolled in the Russian FLES course performed better in social studies,

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[2]Leino, Walter B., The Teaching of Spanish in the Elementary Schools and the Effect on Achievement in Other Selected Subject Areas, U. S. Office of Education Contract S. A. E, 9515, St. Paul Public Schools, November 1963.

[3]Johnson, Charles E., Joseph S. Flores, and Fred P. Ellison. "The Effect of Foreign Language Instruction on Basic Learning in Elementary Schools," The Modern Language Journal, January 1963, pp.8-11.

[4]Lopato, Esther, W., "FLES and Academic Achievement," The French Review, April 1963, pp. 499-506.

arithmetic, and spelling than did superior students who were not studying a foreign language.[5]

In the second report of an experimental program which is being carried out by the Montreal public schools, the students who were English attained the same level as the controls in standard tests of mathematical achievement when it was taught through a foreign language for a two-year period. They were also as competent as native-English speaking controls in their passive command of English and in their speaking ability. This experiment in bilingualism which will begin it's third year of operation is supported in part by grants to McGill Language Research Group from the Canada Council, The Canadian Defense Research Board and the Department of Education of the Government of Quebec.[6]

Another concern is the effect of FLES upon later language achievement in high school. Many of the studies mentioned here will be described in greater detail in the article entitled "FLES and High School Achievement," pp. 17 to 38.

The Somerville, New Jersey study of the FLES program which was initiated in 1962 found that students in the FLES group, although they were a year younger, achieved grades that were

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[5]Gordon, Oakley, Keith M. Eagar, and Donald R. Shupe, Challenging the Superior Student by Making the Study of Russian Available in the Elementary School Curriculum Via Television, U. S. Office of Education, Grant No. 7-54-0050-024, Salt Lake City, University of Utah, 1963.

[6]Lambert W. E., M. Just and N. Segalowitz, Some Cognitive Consequences of Following the Curricula of Grades One and Two in a Foreign Language, McGill Language Research Center, Grant No. 9401-10, McGill University, Montreal.

approximately 10% higher than those of older students of similar abilities.[7]

In Lexington, Massachusetts where a FLES program was initiated in 1952 for grades three to six, the students who were exposed to the FLES program performed significantly better on the four Modern Language Association tests of listening, speaking, reading, and writing.[8]

Another study which was conducted in Buffalo, New York and reported in 1967 indicated significant superiority in listening, speaking, and writing for FLES group, but there were no significant differences between groups in reading.[9]

John B. Carroll's research study in 1965 with 2,782 seniors majoring in French, German, Italian, Russian, or Spanish at 203 institutions reported among the findings that students who begin their language study in the elementary school, and who liked the language well enough to inspire them to continue with it to the point of graduating from college with a language major, found that their start in the elementary school gave them a distinct advantage, on the average, over those who started later.[10]

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[7]Vollmer, Joseph H., Evaluation of the Effect of a Foreign Language Study in the Elementary School Upon Achievement in the high school U. S. Office of Education Contract S. A. E., 9516, Somerville, New Jersey Public Schools, July 1962.

[8]Brega, Evelyn, John M. Newell, "High School Performance of FLES and Non-FLES Student," Modern Language Journal, Nov. 1967, pp. 408-411.

[9]Vocolo, Joseph M. "The Effect of Foreign Language Study in the Elementary School upon Achievement in the Same Foreign Language in High School," Modern Language Journal, December 1967, pp. 463-470.

[10]Carroll, John B., "Foreign Language Proficiency Levels Attained by Language Majors Near Graduation from College," Foreign Language Annals, December 1967, p. 131.

A research report from the San Diego, California schools in 1957 on the Evaluation of the Conversational Spanish Program in the Elementary School stated that FLES graduates tended to achieve better grades in secondary classes than non-FLES graduates, more FLES graduates enrolled in high school Spanish classes, and FLES graduates were more willing to respond in the foreign language in high school classes.[11]

After five years experience with French at the University of Chicago Elementary School, Dunkel and Pillet concluded that FLES graduates spoke and understood French better than classmates who first began to study the language in high school. They were to enter more advanced classes in high school.[12]

In the second report of the experimental bilingual program conducted in Montreal, Canada, Lambert reported that the experimental class of English students was at the same level in French reading and word discrimination ability as the French controls when that language was used as the sole medium of instruction for the first year of schooling, and their French competence was substantially improved in most characteristics after two years in the program when that language was used as the major medium of instruction.[13]

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[11] Research Department of the San Diego (California) City Schools, An Evaluation Report on the Conversational Spanish Program in the Elementary Grades, San Diego, California City Schools, 1957.

[12] Dunkel, Harold B., Roger A. Pillet, French in the Elementary School: Five Years Experience, The University of Chicago Press, Chicago and London, 1962, pp. 139.

[13] Lambert W. E., M. Just and N. Segalowitz, Some Cognitive Consequences of Following the Curricula of Grades One and Two in a Foreign Language, McGill Language Research Center, Grant No. 9401-10, McGill University, Montreal P. Q., 1969, pp. 64-66.

In 1965 John B. Carroll stated that when an individual has approximately equal proficiency in two languages, there is no good evidence that such bilingualism retards intellectual development. Reports of scholastic retardation association with bilingualism are usually due to the fact that the bilingual has been instructed in a language which he has not adequately mastered.[14]

Another concern on the part of educators and parents is the kind of criteria used for the selection of students in foreign language programs.

In the schools of Somerville, New Jersey, it was found that after seven years of FLES that not only were the students of low-intelligence standing able to learn foreign language as well as students having a high-intelligence quotient, but the slower students sometimes excelled their brighter classmates since the use of the audio-lingual method eliminated the handicap of poor reading. Certain students with certain speech defects in English did not display the same tendencies in French or Spanish.[15]

In 1963 an investigation to predict success in foreign language study in Ames, Iowa confirmed the results of previous research indicating the success in foreign language study is a result of capacity and of motivation as reflected by achievement. The

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[14] *Carroll, John P., Language and Thought, Prentice Hall Inc., Englewood Cliffs, New Jersey, p. 42.*

[15] *Vollmer, Joseph H., Evaluation of the Effect of Foreign Language Study in the Elementary School Upon Achievement in the High School, U. S. Office of Education Contract S. A. E., 9516, Somerville Public Schools, July 1962.*

total grade-point average was found to be the best single predictor of success in foreign language study.[16]

In 1964 Lenneberg indicated that the acquisition of one's native language results largely from biological development, and that the ability to acquire language is relatively independent of that property called intelligence. An aptitude for foreign language learning seems to be independent of intelligence.[17]

Lambert's report of the Montreal bilingual experiment in grades I and II in 1967 and 1968 indicate no cognitive retardation at either grade level that can be attributed to the experimental program. There is no sign of intellectual advantage at either grade level, although certain researchers suggest that such an advantage should be expected in time.[18]

Many reasons are cited in research findings in favor of an early introduction to language learning for psychological, neurological and sociological reasons.

A report by Nelson Brooks, Charles Hockett, and Everett O'Rourke stated that motivation among children to learn a second language is probably stronger, deeper, and more general than would at first appear to be the case. By the mere fact of being human,

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[16]Wittich, Barbara Von, "Prediction of Success in Foreign Language Study," Modern Language Journal, May 1962, pp. 208-211.

[17]Lenneberg, Erich, "A Biological Perspective of Language," In New Directions in the Study of Language, ed. by E. Lenneberg, Cambridge, Massachusetts, MIT Press.

[18]Lambert, W. E., M. Just and N. Segalowitz, Some Cognitive Consequences of Following the Curricula of Grades One and Two in a Foreign Language, McGill Language Research Center, Grant No. 9401-10, McGill University, Montreal, P. Q., p. 67.

the child has a drive towards communication with his fellows and an interest in acquiring additional language skills. Thus, he brings to the language-learning situation a readiness and capacity that command respect and deserve the most skillful manipulation.[19]

There is also an increasing evidence that learning a foreign language has a positive transfer effect upon the mother tongue and enables the child to understand his mother tongue better.[20] *Lambert of McGill also points this out at several intervals in his 1969 report of the bilingual studies now being carried out at Montreal.*

In his article "Speech and Brain Mechanisms" Wilder Penfield, a neurosurgeon urged that if second-language learning is to be added to the public school curriculum, the incorporation must be made according to the changing aptitudes of the human brain; and instruction should begin when the children are between the ages of four and ten. He stated that the brain of a child is plastic with an unusual capacity for learning languages, but this capacity decreases with the passage of years.[21]

Mussen, Conger and Kagan in 1963 indicated that the foundation of social attitudes is laid in the primary years. Foreign language activities form a natural and integral part of a child's education

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[19] *Brooks, Nelson, Charles F. Hockett, and Everett V. O'Rourke, Perspective and Prospectus, Sacramento, California State Department of Education, November 1963, p. 5.*

[20] *International Advisory Committee on School Curriculum, Foreign Language Teaching in the Primary School, Paris UNESCO, September 1954, p. 9.*

[21] *"Mechanisms of Speech and Some Educational Consequences," Bulletin of the American Academy of Arts and Sciences, 82:201-214, 1953.*

throughout his formal schooling. The question is not the optimum age for beginning the second language, but what foreign language can contribute at every stage of the educational process.[22]

Many more experiments have been conducted which prove that foreign languages belong in the elementary school for educational, sociological, neurological, and psychological reasons. Donoghue, who has reviewed many of these experiments sums up the current thinking that FLES, "With an international enrollment of millions.... is no longer a fad or a frill for a few, but a matter-of-fact addition to the elementary curriculum with respectability and status of its own."[23]

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[22]Mussen, Paul H., John J. Conger, and J. Kagan, Child Development and Personality, Second Edition, New York, Harper and Row, 1963.

[23]Donoghue, Mildred R., Foreign Languages and the Elementary School Child, Wm. C. Brown Co., Dubuque, Iowa, 1968.

Louise Couture
Birmingham, Michigan

FLES AND HIGH SCHOOL ACHIEVEMENT

Increasingly, reports on the achievement of high school students in foreign language classes who have been exposed to FLES in contrast with those who have not are being published. Rigidly controlled studies have been performed almost as though they were in direct answer to Carroll's indication of need:

> There is one area in which further comparative studies are needed: this is the matter of teaching of foreign languages in primary education, that is FLES....I pointed out in 1960[1] the need for studies that would help to decide the important policy question of whether it is useful and educationally desirable to include language in primary education at all... Today (1966) there is still a dearth of studies that are helpful in this respect: we have as yet no respectable longitudinal studies of persons who have learned a foreign language in the primary school and continued its study through adolescent and adult years.[2]

Among the extensive and controlled surveys of the effects of FLES study, one turns to the data recorded at the Brighton (N.Y.) schools, Vocolo's survey of 62 Buffalo pupils, the Somerville (N.J.) evaluation and Oneto's examination of Fairfield's (Conn.) FLES graduates.

Vollmer[3] commissioned and directed the research on the

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[1]John B. Carroll. "Wanted: A Research Basis for Educational Policy on Foreign Language Teaching." Harvard Educational Review, 1960, 30, pp. 128-140.

[2]John B. Carroll. "Research in Foreign Language Teaching: The Last Five Years," Northeast Conference Report of the Working Committees, R. G. Mead, editor. New York: MLA Materials Center, 1966. p. 15.

[3]Joseph H. Vollmer. Evaluation of the Effect of Foreign Language Study in the Elementary School Upon Achievement in the High School. United States Office of Education Contact SAE 9516. Somerville, N. J. Public Schools: July, 1962.

Somerville borough's FLES program. Begun in the third grade in 1948, by 1954 the students had reached the junior high school. By 1962, students could continue through an Advanced Placement level course without interruption in French and Spanish. The research involved graduates of the high school from 1958-61; the IQs, G.P.A., and grades of 1530 pupils were gathered and analyzed. Four measures were used as bases of evaluation: general achievement (to see whether the foreign language enrichment had effected overall academic preparation for high school), language achievement (using high school foreign language teacher evaluation)[4], language achievement (indicated by CEEB achievement tests) and pupil and parental reaction (as indicated by the duration of foreign language instruction in the high school).

Conclusions arrived at statistically showed no difference in the G.P.A. of FLES and non-FLES pupils leading one to conclude that no adverse effect is suffered in the basic learnings. In the area of language achievement, Somerville's brochure declares that the foreign language teachers' estimate of the FLES program was somewhat disappointing for it detected no grade superiority for FLES students. However, because the FLESers were one year ahead, one may infer that pupils can advance at least one year in foreign language study by means of the FLES program with no harmful effect on other achievement. A follow-up completed in 1960 did show a significant 10% higher grades in Spanish for FLESers although they

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[4]Paul Pimsleur.

were a year younger. The latter also scored an average of 67 points higher in the CEEB![5]

Lastly, while only 44% on non-FLES pupils elected a second year of foreign languages, 78% of the FLESers continued. Equally interesting is the fact that 70% of those FLES students who were NOT college bound elected language study. Of 973 in Language 2 and 322 in Language 3, those with FLES continued at a rate of 47% and non-FLES at 24%. The retention power is equal in the two groups, however, in going from Language to Language 4.

Brega and Newell[6] found that students exposed to FLES did significantly better on the four MLA Cooperative Tests when compared with students who had not been exposed to French in the elementary grades. The same researchers in a refinement of the earlier study derived similar results although they exerted greater control over many significant variables.[7] In the later study, they contrasted the results of two statistically comparable classes, 21 of non-FLES, 19 who had had FLES from grade three on in Lexington (Mass.). At the time of the study, one instructor was teaching both groups who were enrolled in the high school French III course. As in the prior research study, an analysis of the

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[5]Joseph H. Vollmer, op. cit.

[6]Evelyn Brega and John M. Newell. "Comparison of Performance by FLES Program Students and Regular III Students," French Review 39, #3 (Dec., 1965), pp. 433-38.

[7]Evelyn Brega and John M. Newell. "High School Performance of FLES and non-FLES Students," Modern Language Journal, 51 (Nov., 1967) pp. 408-411.

results on the MLA Cooperative Tests showed significant levels of superiority on all four measures for those with FLES experience. They proposed the hypothesis that "the audio-lingual training, plus the introduction to reading and writing in grades five and six respectively, allowed the FLES student to become comfortable with the language so that, when more formal work was required, these students found the transition much easier."[8]

Brighton (N. Y.), a suburb of Rochester, in the fall of 1959, wanted to

> see if an early start in a foreign language followed by progressive experiences (sic) can result in increased foreign language competency of pupils at the high school level. The first underlying purpose of the study was to see if pupils studying foreign language by the audio-lingual method in grades 4, 5, and 6 equal or exceed, in oral competence, at the 7th grade level, those pupils who have not had foreign language.

The second purpose

> was to determine what, if any, impact an early start and progressive experiences in a modern foreign language have had on pupils who continued to study the language through the three or four year course of the high school program.[9]

The program began in 1949 and was expanded by 1956 to offer two languages to all children, grades 4 and up, 4 days a week. As the children entered high school, the classes were grouped by level of preparation.

The analysis of the program's effects was carried out over three years using a total of 560 seventh graders: 320 in French, 240 in Spanish. The instrument used was a 100 item test: 50

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[8]Evelyn Brega and John M. Newell, op. cit., p. 410.
[9]Brighton Report, op. cit.

speaking, i.e., echo and answering of questions based on pictures and 50 listening items which elicited answers to questions given on tape. The first part of the speaking test was evaluated for pronunciation, the second part for correctness of language and appropriateness of response. The controls were matched groups (in IQ, English, and Social Studies grades) in another district.

The results showed that in the seventh grade both Spanish and French FLES groups scored higher in both measures: FLES 70.16 (S. D. 11.53); non-FLES 46.56 (S. D. 8.37). In the matched groups those with FLES training attained a median of 74.80 compared to 62.67 for the others.

When the test was repeated with ninth graders who had had foreign language in grade seven and eight, there was less difference noted; however, if the ninth grade student had begun language study in that grade, the wide advantage was still evident. On a statewide examination, although the range of both groups was similar, the FLESers achieved a higher mean score. And, as has been noted several times above, the FLESers are retained for a longer time in the language program: 90% of the students with FLES went into a fourth level class; only 25% of the group without it pursued the sequence to that point of mastery.

While the Vocolo study gathered data on only 62 grade nine students, the latter subjects were matched not only by sex, IQ, G. P. A., language teachers (one per each of three schools) but also by home neighborhood. As in the other surveys, the study sought to determine what advantage, if any, was enjoyed by students

completing a FLES course in grades five to eight when compared with others experiencing the more traditional foreign language sequence.[10]

Both groups, control and experimental, were in the intermediate level of French, i.e., the control had studied the equivalent of one year of elementary French in the junior high school, the others had begun in grade five.

Using the MLA Cooperative French Tests Level LA, the scores were analyzed by group, by sex, and by skill. The results are summarized briefly in the following table:[11]

Mean Scores on MLA French Tests, Form LA for FLES and non-FLES Groups

Measure	FLES	non-FLES
Number	31	31
Mean IQ	127	126.2
Mean G.P.A.	91	90.7
Listening	30.7	26.2
Speaking	53.5	43.0
Reading	38.1	35.1
Writing	63.5	50.2

This and other tables indicate that the FLES groups excel in listening, speaking, and writing but not in reading. Vocolo attempts an explanation of this phenomenon stating that

[10]Joseph M. Vocolo. "The Effect of Foreign Language Study in the Same Foreign Language in High School." Modern Language Journal, 51 (Jan., 1967), pp. 463-469.

[11]Joseph M. Vocolo. Modern Language Journal, op. cit., p. 469.

> reading has long been recognized as the skill most readily acquired in foreign language learning. In the study of French, knowledge of cognates would also be a factor in reading comprehension and reading skills in English would transfer in the reading of French.[12]

As to the far greater differences in favor of the FLES students in the areas of writing, Vocolo says

> Writing...is a productive skill and involves recall of language structure and vocabulary which may often be in contrast to the native language. The prolonged exposure to French in the FLES program would afford the girls (and boys) added time to assimilate more thoroughly those peculiar aspects of French structure and vocabulary. The fact that the girls, experimental and control alike, did better than the boys is probably related to advantages in reading English attributed to one sex over the other.[13]

As one might expect, the FLES students showed a higher mean score on the listening and speaking tests than on the tests of graphic skills due probably to the audio-lingual emphasis of the FLES orientation and to the far longer duration of the experience. The fact that girls in both groups did better than boys in listening was attributed to factors such as maturity, school adjustment, and...limitation of the sample.[14] However, while the girls differed in their mean score on the listening test by 3.1 points of raw score, the FLES boys were 5.4 points higher than the non-FLES boys (t=2.73, significant at the .02 level); in speaking,

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[12]Joseph M. Vocolo, op. cit.

[13]Joseph M. Vocolo, op. cit.

[14]Ralph G. Nichols. "Unto You That Hear," New York State Education, 56 (March, 1969), p. 16-19, 44-50. Nichols presents a list of reasons for ineffective listening habits. At no point does he indicate sex, maturity, adjustment as a causal agent but rather concentrates on techniques of approaching the situation in which the individual is to be an active listener.

too, the FLES boys outpointed non-FLES boys by 13.6 points! The girls only scored 7.3 points over their counterparts. This would seem to indicate that boys make more gain than girls by the extended FLES sequence in the oral-aural skills.

This study while quite favorable to FLES must nevertheless be subjected to greater scrutiny. Its validity is not questioned but the relevance to a FLES program given to all children is limited when one sees that the G. P. A. and IQ of the FLES and the non-FLES groups are 91.0/127 and 90.7/126.2 respectively. These are hardly average students. Nor does the number of cases (N=62) inspire confidence in general applicability despite the statistical reliability.

Fairfield, Conn., essayed a far more massive study involving 1882 graduates of the classes of 1963, 1965, and 1966; although, in effect, the number was reduced to 913 to include only those students who were in the Fairfield school system in grades 3-12, the coverage is nearly 15 times as great as the number in the previous sample and, therefore, probably more meaningful in general practice.

Pupils were matched by G. P. A. (less foreign language grades) which was found to yield a positive correlation, although it is not a sole predictor of success.[15] Oneto feels the G. P. A. may

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[15]Paul Pimsleur, et. al. Under-Achievement in Foreign Language Learning. Washington, D. C.: U. S. Department of Health, Education and Welfare, Office of Education, 1962. pp. 1-5.

Barbara Von Wittich. "Prediction of Success in Foreign Language Study," Modern Language Journal, 46 (May, 1962), pp. 208-12.

be a good indicator in that it takes into account student motivation as well as ability.[16]

The results of the MLA Cooperative Tests, form L for grade 10, M for 11 and 12 indicated the following major findings:

1. FLES-group sophomores significantly excelled non-FLES sophomores in all foreign language skills.
2. FLES-group sophomores significantly excelled non-FLES juniors in audio-lingual skills and equalled them in visual-graphic skills.
3. FLES-group sophomores were equal to or better than non-FLES seniors in audio-lingual skills but were poorer in visual-graphic skills.
4. FLES-group juniors excelled their non-FLES peers in all language skills and were equal to or better than non-FLES seniors in these skills.
5. FLES-group seniors excelled their non-FLES peers in a majority of language skill measures.
6. Significantly positive correlations were indicated between grade average--not including language grades--and language skills as measured by the MLA Cooperative Foreign Languages Tests.
7. Highest correlations reported in this study were between grade average and foreign language writing skill, and the lowest correlations were between grade average and second language speaking skill.[17]

Attitude, too, was assessed through a questionnaire and it was noted that high school seniors did have a favorable attitude toward the FLES program, and, as was pointed out several times in this report, students with FLES training are somewhat more likely

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[16]Alfred J. Oneto, coord. FLES Evaluation: Language Skills and Pupil Attitudes in the Fairfield, Connecticut Public Schools. Hartford, Conn.: State Department of Education, Preliminary Draft, 1967. p. 13.

[17]Alfred J. Oneto, op. cit. pp. 15-16.

to elect foreign language study in high school and even to remain with that language through high school and college.[18]

The conclusions imply that there is a positive degree of advancement in foreign language skills in the high school if the student has been exposed to a continuous study of language from grade three. However, the wider difference lessens as the students proceed through high school levels, and in fact

> pupils in the non-FLES group were able to perform equally well in some skills by the senior year. It may be inferred that either the pupils in the FLES groups reach a plateau in certain skills or the curriculum and teaching techniques were not directed toward the constant building of these skills.[19]

Several reports favorable to further FLES study should be mentioned here without further consideration for one reason or another. Larew observed three superior FLES students who, when compared with 21 college students of Spanish, placed first, eighth and tenth in tests of dictation, answering questions in Spanish, translation from Spanish to English and from English to Spanish, composing questions in Spanish and other items. Her renewed affirmations based on these three cases that elementary school children with superior teachers can learn enough grammar to speak and write correctly and to read and comprehend oral Spanish[20] can hardly be granted unequivocal acceptance without far more study, many more

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[18]Alfred J. Oneto, op. cit., p. 18.

[19]Alfred J. Oneto, op. cit., p. 19.

[20]Leonor A. Larew. "Children vs. College Students," Modern Language Journal, XLIII, (Jan., 1961), pp. 22-23.

cases, controlled and matched classes, definitions of a superior teacher and so on.

Nevertheless, it might be of value to pursue the level of ability attained in some of the oral skills. Carroll, for example, does note[21] an advantage attributable to age in mastering pronunciation. Lopato,[22] too, found that in a study of 114 pupils in two schools both pronunciation and fluency were better than those of the average high school student who had equivalent hours of study. She concludes, as does Larew, that children can achieve satisfactory standing in conversational French; she adds, furthermore, that these students need not be of superior IQ.

Similarly inconclusive but worthy of consideration is Carroll's data[21] derived from testing 2,782 seniors majoring in five languages at 203 institutions who were administered the MLA Foreign Language Proficiency Tests for Teachers and Advanced Students. He found their audio-lingual skills generally low but that even a brief time spent abroad had a positive effect on the students' language skills. It was noted, too, that students of French and Spanish who had started the language in elementary school tended to have an advantage over other majors. Carroll cautions against putting too much stock in the case for FLES as derived from the findings stating that

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[21]John B. Carroll. "Foreign Languages for Children - What Research Says," National Elementary Principal, 39 (May, 1960), pp. 12-15.

[22]Esther W. Lopato. "FLES and Academic Achievement," French Review, XXXVI (April, 1963), pp. 499-506.

> *The simplest explanation of this finding is that the attainment of skill in a foreign language is a function of the amount of time spent in its study...But many students...in our sample who started in high school did slightly poorer at college graduation than those who started in college.*

He also points out that those few in this data sample who started in the elementary school language program are

> *probably only a small fraction of all those who started foreign language in grade school at the same time. Any conclusion about the value of having started a foreign language in the elementary school would have to take account of what happened to the rest of the students in the age cohort who started a foreign language in the grade school... The conclusion that does seem to emerge from the data is that for those students who were enabled to start French or Spanish in the elementary school and who liked the language study well enough to impel them to continue with it to the point of graduation from college with a language major, their start in elementary school gave them a distinct advantage, on the average, over those who started later.*

Dunkel and Pillet, despite a lengthy sequence and followup of a program at the University of Chicago Elementary School one goal of which was avowedly research into the value and effect of FLES training,[23] were little more definite than other researchers. They report that of 75 pupils only 27% completed the course to grade 8; a progression which amounted to some 260 contact hours in toto. At the end of that time, one section was using a first-year text while another was working from a second-year text. They report that based on the Cooperative French Test, Elementary form Q, the third grade starters did better at the end of five years of

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[23] *Harold B. Dunkel and Roger A. Pillet. French in the Elementary School. University of Chicago Press, Chicago, 1962.*

FLES than the fourth grade starters at the end of four years.[24] This seems to refer one back to Carroll's statement about the role of the length of the total exposure (see above). The authors feel, however, that the situation was not wholly valid because of the nature of the school: high transiency, superior IQ, largely college bound students. Their recognition of the wide range of ability even in favored circumstances may well be particularly meaningful to foreign language teachers at all levels.

The FLES years exert an influence on later study in high school was noted by Ryan.[25] Among children who studied a first foreign language in elementary school, he found significant and consistent superiority in achievement as measured by tests and teachers' grades only when, as in this case, both languages were German. Yet, he records that a "vast majority" said that German FLES was a prime factor in selecting German in high school; in addition, he notes that a higher percentage of pupils chose a second year of high school language study if they had had FLES! Donoghue[26] and the Brighton Schools' report[27] further substantiate this heightened interest in language study as a consequence of FLES.

Although an examination of articles and studies made available

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[24]Harold B. Dunkel and Roger A. Pillet, op. cit., p. 88.

[25]Henry M. Ryan. The Effects of Foreign Language Study in the Elementary School on First Year Achievement in a Second Language. The Pennsylvania State University, 1961. Unpublished dissertation.

[26]Mildred R. Donoghue. "What Research Tells Us About the Effects of FLES," Hispania, XLVIII, (Sept., 1965), pp. 555-58.

[27]Brighton Report.

in the past few years seems to indicate that the general effects of FLES study are measurably positive both in language skill achievement and in favorable attitudes toward foreign language study, one seeks in vain for unequivocal answers; what seems a clear statement of the advantages accruing to early study is refuted by cautions either that no well-founded conclusions can be drawn as to the causal factors making for a high degree of skill or that more data must be obtained before FLES is justified.[28]

Adverse criticism appears to stem from various sources: erroneous judgments due to differing methodologies in elementary and secondary schools, unrealistic expectations, the results of ineffective teaching and/or materials, and the honest belief on the part of the elementary personnel that the time used for learning a foreign language might better be employed in mastering other curricular areas of more immediate concern. Refutations are made by citing a personal experience such as Garduner's description of her visit to a Leningrad school where "nous avons...avec des élèves...âgés de 13 à 15 ans de véritables conversation en français....ils manient le français avec une aisance qui prouve la valeur de l'enseignement donné,"[29] or by insisting that FLES is the beginning of the long sequence needed to master the complex

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[28] John B. Carroll. "Proficiency Levels Attained by Language Majors." Foreign Language Annals, Vol. 1, #2 (Dec., 1967) pp. 131-151.

[29] Sylvie Carduner. "Une Classe de Francais Elémentaire à Léningrad." French Review, XXXVIII, #4 (Feb., 1965), pp. 517-522.

skills that the knowledge of a second language demands.[30] While the latter is certainly true and as De Sauzé says:

> Lest some critics say that the students who began a foreign language in the elementary grades are showing little accomplishment in that study, since they appear to be only one year or a year and a half ahead (in high school), let me state that while the two groups (FLES and non-FLES) can work together in grammar and reading, ... there is a tremendous difference in the fluency of speaking, the ease of understanding and the accuracy of pronunciation and intonation between those who began early in the grades and those who postponed that study until 13 years of age or later.... Our experience in Cleveland convinces us that it takes at least four years of continuous study to achieve fixation of skills.[31]

objective measurement of the achievement levels of skills must be the determinant in an honest and meaningful evaluation of a FLES program. This is particularly true if the district is to coordinate the total foreign language program effectively and if the administration and the teachers of the system, both of foreign languages and of other disciplines, are to be convinced of the value of the years of study.

The various instruments now available for objective evaluation, e.g., the Modern Language Association Cooperative Tests, the Pimsleur Proficiency test, the California Test of Common Concepts, have greatly simplified the job of the researcher in comparing the

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[30] Mary Finocchiaro. Teaching Children Foreign Languages. McGraw-Hill Book Company, New York, 1964, p. 1. Also, Modern Language Association of America. Foreign Languages in the Elementary School: A Second Statement of Policy, 1961.

[31] Emile B. De Sauzé. "Continuity and Articulation in the Study of Foreign Language Between Elementary and Senior High School." French Review, XXVIII, #8 (May, 1955), pp. 536-37.

results of programs.

A finding common to various studies is that recorded early by Thorndike in 1928, and subsequently repeated by Coleman in 1934, Finch and Floyd, Carroll[32] and Ausubel is that children do not learn languages faster than adults. Ausubel, in fact, categorically states that "...on either research or theoretical grounds, it is difficult to substantiate the thesis that children are in fact superior to adults in learning languages."[33] Justman and Nass[34] took a step beyond description of methodology and examined the relative achievement of not necessarily gifted high school students who had achieved advanced standing in high school foreign language classes because of their FLES training with students who had had FLES but were not placed ahead and with still others who began French or Spanish in the high school without prior training but otherwise matched in IQ, sex, and age. The researchers used final grades as their measure of attainment.[35] They found that

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[32]Edward L. Thorndike, et al. Adult Learning. The Macmillan Company, New York, 1928.
Algernon Coleman. Experiments and Studies in Modern Language Teaching. Chicago, 1934, p. 8.
Finch, F. H. and Oliver R. Floyd. "The Relation of Chronological Age to Achievement in the Study of French," Journal of Educational Psychology, 26 (1935), pp. 52-58, state that "chronological age appears to be a relatively unimportant factor in determining success in the study of French."

[33]David P. Ausubel. "Adults Versus Children in Second Language Learning: Psychological Considerations." Modern Language Journal. XLVIII, #7 (Nov., 1964), pp. 420-424.

[34]Joseph Justman and Martin L. Nass. "The High School Achievement of Pupils Who Were and Were Not Introduced to a Foreign Language in Elementary School," Modern Language Journal, XL, (March, 1956), pp. 120-123.

[35]Paul Pimsleur.

the French students who were in an advanced class ended with slightly poorer grades than their peers, while those who began again in French 1 did somewhat better than the controls who had had no FLES. In Spanish both groups with FLES background did better. However, in subsequent levels no superiority was noted among those with FLES experience. Justman and Nass summarized their conclusions by stating that because there was no apparent advantage in terms of achievement in French and only a transitory advance in Spanish, the obvious implication must point to the ineffectiveness of the FLES program.

This widely cited finding unfortunately suffers from the same defects that afflict other studies indicating strongly positive results. The number of cases is small, attitude toward future language study is occasionally ignored, and, most importantly, the variation in methodology between elementary and high school is hardly taken into consideration. The FLES program is characteristically oriented audio-lingually; reading and simple writing enter the curriculum only at a relatively late stage in the total sequence and hence are not drilled as intensively as the aural-oral skills. On the contrary, many secondary foreign language programs are still heavily oriented toward reading, structure and written exercises based on grammatical forms, and occasionally on translation into the target language. Even where the early stages of secondary foreign language training concentrate on developing the auditory and oral areas, as the pupils proceed into the third, fourth and, hopefully, the fifth levels, the emphasis shifts

radically toward the graphic skills. In the urgency to prepare pupils for the school finals, the CEEB, the college placement and the Advanced Placement tests, and comprehensive state examinations--despite the fact that these measures do not test through translation--or to "round-out" the course with advanced literary masterpieces, composition writing, and the recognition and manipulation of lexical and structural nuances, the hard won aural-oral skills frequently give way under the impact of continuous discussion in English or uni-directional lecture. If, as Carroll states "the obvious generalization that students learn exactly what is taught to them"[36] is accurate, then it would seem illogical to test the results of FLES on high school students unless one were certain that a unified sequence of skill development was pursued. In such a sequence the advanced classes would discuss the literary selections in the foreign language and use these themes as bases for their own writing and further oral expositions rather than primarily as a measure of reading and "cultural" comprehension.

In closing this report, the reviewer strongly recommends that further studies be instituted before any definitive statements relative to the effects of FLES as observed through sequential learning be made. If feasible, it is hoped that a rigidly supervised curriculum which carefully and deliberately develops each skill area from its inception in elementary school through the top level offered in continuous study in grade twelve could be

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[36] John B. Carroll, op. cit., Foreign Language Annals.

devised and adopted. If this curriculum were given to a wide and representative school population in various parts of the country, continually tested, analyzed and amended, the profession might well be provided with data relevant to most FLES programs.

And finally, as Pillet suggests, let us not become discouraged for

> If the existing instructional problems, staffing problems, teacher preparation problems, relative learning success problems are criteria for discontinuing FLES classes, I suggest that, if applied with the same rigor to other subject areas, the schools, the elementary and secondary, would be forced to declare a permanent holiday.
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> I am not speaking of lowering standards, of perverting objectives. I am speaking of assessing progress realistically, of capitalizing on previous experiences -- those that failed as well as those that were successful -- in order to proceed systematically forward, putting one foot ahead of the other, keeping our aspirations just a little above our demonstrated achievement.[37]

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[37] Roger A. Pillet. "The Impact of FLES." Modern Language Journal, 53 (, 1969).

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RELEVANCE

For pupils, "relevance" means the fulfillment of personal needs in the learning process. For teachers, "relevance" means the accomplishment of goals with the consent and interest of the learner. This second section deals with both theoretical and practical factors involved in language study for FLES pupils.

The first article makes an extended tour of the field of research in the psychology of language learning, from Skinner, Osgood and Penfield to Hebb, Lambert and Piaget. It is the view of the author that much can be learned from the native-language learning experience which can be applied to second-language learning, and that more attention should be paid to the individual learning patterns of individual pupils.

The second essay, developed under an award from Delta Kappa Gamma International, scrutinizes the specific applications of psychological theory in the classroom. During a trip to Europe, the author of this article visited a number of schools and talked with foreign language specialists. The five basic principles of language learning in the FLES classroom are key to the understanding of elementary school pupils' interest in foreign language study.

Gladys Lipton

PSYCHOLOGICAL BACKGROUNDS OF LANGUAGE LEARNING AT THE FLES LEVEL

It seems to be the penchant of those of us who labor in the field of education to justify a technique of instruction by its fit or relevance to a particular psychology of learning. If the technique proves unsuccessful, it is the psychology which we discredit. At the present time, in very phonetically oriented circles, the word "gestalt" has become an expletive. On the hearty teutonic shoulders of that group of psychologists has fallen the burden of blame for many excesses and much misdirection in areas of curriculum development. In order that we may maintain this hallowed tradition and that we may know who is at fault if any of the methods or combination of methods of foreign language instruction which we are now using should falter or flounder, herein, follows a brief listing of "blame" possibilities.

The classical conditioning of Pavlov's experiments in learning revolved around an unnatural or "conditioned" stimulus which evoked the same response as the natural stimulus. Though Pavlov became the most famous forerunner of the "stimulus-response" or behavioral psychologists, who consider the learning process in general and the language learning process in particular primarily from the directly observable, his views are not in accord with the most famous of the modern behaviorists, B. F. Skinner, the exponent of instrumental or operant conditioning. In Pavlov's experiments the conditioned response was not responsible for

providing reinforcement. The dogs salivated (conditioned response) when they heard the bell which had been repeatedly sounded before food (reinforcement) was given them. In Skinner's operant conditioning the response sequence depends upon the reinforcement. A prompt reinforcement or reward for an action tends to lead to a recurrence of the action. Skinner applies his theories of operant behavior and conditioning in animals to the language learning process. Only the name of the game is different. The behavior is now "verbal." A child makes a sound as a symbol for something he wants. Each time he receives it he will be more likely to make the sound when he desires the same object or service. The reinforcement may also be in the form of praise or approbation. The mother who shows her delight at a baby's attempt to say her name or the teacher who expresses some degree of approval for the type of student performance[1] are both providing a type of reinforcement.

As a descriptive behaviorist, Skinner divorces his study of the psychology of language learning from meaning and from any neurological or physiological aspect of language development. Pavlov, the physiologist, did not apply his theories of classical conditioning to the speech process, feeling that language and resulting abstraction were exlusively human characteristics (second signal system). Skinner, on the contrary, feels that there is no reason for assuming that "verbal behavior differs

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[1] H. C. Barik and W. E. Lambert, "Conditioning of complex verbal sequences," Canadian Journal of Psychology. 1969, vol. 14, pp 87-95.

in any fundamental respect from non-verbal behavior, or that any new principle must be invoked to account for it."[2]

In second-language learning Skinner's theories have been translated into action in the use of programmed machine instruction and he has been credited with providing the rationale for the so-called "audio-lingual" methods of foreign language instruction. "...It is from this (Skinner's) basic theoretical position that their advocacy of 'mimicry-memorization' in pattern drills and dialog learning has been derived."[3]

To be classified as a behaviorist in the exploration of the language learning process does not, however, limit the theorist to the purely mechanical. A more direct descendant of Pavlov was the Russian psychologist, L. S. Vygotsky. "Vygotsky is the architect of the Second Signal System, proposed by Pavlov in reaction against the excessive regidity of his earlier theories. It is the Second Signal System that provides the means whereby man creates a mediator between himself and the world of physical stimulation so that he can react in terms of his own symbolic conception of reality."[4]

Vygotsky was very interested in the early work of Piaget in children's thought and language. Piaget observed that a child's

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[2]*B. F. Skinner, Verbal Behavior, William James Lectures, Cambridge, Mass., Harvard University Press, 1948, p. 10.*

[3]*Wilga Rivers, The Psychologist and the Foreign Language Teacher, Chicago: University of Chicago Press, 1964, p. 29.*

[4]*Jerome Bruner in the "Introduction" to Thought and Language by L. S. Vygotsky, New York: John Wiley and Sons, 1962, p. x.*

conversations were primarily egocentric, concerned with himself, or socialized, an attempt to communicate with others. Piaget reported that 37 to 47 percent of the recorded talk of seven year olds was egocentric[5] (there has since been some question about the circumstances under which he observed the children functioning, affecting this statistic). Piaget felt then that egocentric talk served only as a bridge between autism and socialized development and tended to disappear, since it served no real purpose. Vygotsky, however, concluded from his observations that egocentric speech was an important stage in the "evolution from vocal to inner speech" and was a separate linguistic form. Inner speech and thought, he felt, could not be precisely equated but "imagine thought and speech as two intersecting circles. In their overlapping parts, thought and speech coincide to produce what is called verbal thought. Verbal thought, however, does not by any means include all forms of thought or all forms of speech. There is a vast area of thought that has no direct relation to speech. The thinking manifested in the use of tools belongs in this area, as does practical intellect in general."[6]

Another mediationalist, C. E. Osgood, assigns an important role to meaning as an ingredient of language learning. The word is a symbol or sign which prompts some part of the reaction in

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[5]Jean Piaget, The Language and the Thought of the Child, translated by M. Warden, New York: Harcourt, Brace and World, 1926.

[6]L. S. Vygotsky, Thought and Language, New York: John Wiley and Sons, 1962, p. 47.

the learner which would have occurred from direct experience with the real object. He has placed emphasis on the evaluative element of meaning.[7] Osgood proposes that meaning is related to a specific environment and that meaning is taught. The meaning, therefore, of a foreign word bears a close relationship to the behavior of the native speaker in his own culture.

According to O. H. Mowrer "it is the emotions which are conditionable, not behavior, and so any conditioned response is an emotional response (part of the mediating) reaction which acts as a drive exciting the individual to action."[8] The learner wants to please or to be like the speaker. The sound of the word spoken by the mother is reinforced because of the bond of affection which exists between her and her child. The child learns the language in order to be like and to identify with those in his immediate environment. An aspect of this emotional factor in second language learning has been investigated by Gardner and Lambert.[9]

The neurological aspect of language learning has been the subject of several works by Wilder Penfield. He has been widely quoted in language journals, particularly in reference to his theory of the "uncommitted cortex." He sees the process of rapid

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[7]C. Osgood, G. Suci, and P. Tannenbaum, The Measurement of Meaning, Urbana: University of Illinois Press, 1957.

[8]Wilga Rivers, op. cit., p. 184.

[9]R. C. Gardner and W. E. Lambert, "Motivational variables in second-language acquisition," Canadian Journal of Psychology, 1959, vol. 13, pp. 266-272.

language acquisition in the young as a result of the quality of their cellular plasticity, a characteristic which diminishes with age. "For the purposes of learning languages, the human brain becomes progressively stiff and rigid after the age of 9."[10] "After the age of 10 or 12, the general functional connections have been established or fixed for the speech cortex."[11] Penfield is not alone in this conclusion.[12] Penfield developed this theory as a result of his work with aphasia in both children and adults. The child under the age of three or four who has suffered severe damage to the speech area of the dominant left cerebral hemisphere is often able to regain completely his language abilities due to the transfer of speech mechanisms to the right hemisphere. An adult over the age of twenty with a similar injury may never recover normal speech.

In the gestation period between the child's first hearing a word and his first meaningful production of it, Penfield proposes that: 1) the child makes a neuronal record of the concept to be named by repeated associations of the word with the act; 2) a neuronal record of the sound of the word is made in the speech areas of the left hemisphere; 3) finally, the conceptual unit and the sound unit are interconnected, and from this

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[10] Wilder Penfield and Lamar Roberts, Speech and Brain Mechanisms, Princeton: Princeton University Press, 1959.

[11] Wilder Penfield, "The uncommitted cortex: the child's changing brain," The Atlantic Monthly, 1964, vol. 214, p. 80.

[12] Charles F. Hockett, "Age grading and linguistic continuity," Language, 1950, vol. 26, pp. 449-457.

connection the next exclusively human step becomes the production of the verbal unit. In such a fashion the young child develops neural circuits for the sound elements of a particular language. If he were exposed to the sounds of three or four different languages at this stage of his development, they would all, according to Penfield's theories, be recorded with equal fidelity. "Pronunciation is essentially an imitative process. Capacity for imitation is maximum between 4 and 8. It steadily decreases throughout later childhood."[13] A study by Asher and Garcia with Cuban children in the United States would seem to support this theory.[14]

Penfield advocates the introduction of a second language in childhood not only on the basis of his own theories on the neurological aspects of language learning but also on the oft remarked ability of the young child to gain good control of a second language when totally immersed in the foreign environment. This, to many, is proof of the superior linguistic acquisition potential of a child as contrasted to the adult in the same circumstances. Asher, in an examination of the "total physical response,"[15] suggests that adults in this same environment do not learn less well but that they tend to learn under totally different circumstances. If adults were to experience the same

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[13]Penfield and Roberts, op. cit., p. 243.

[14]James J. Asher and Ramiro Garcia, "The optimal age to learn a foreign language," Modern Language Journal, 1969, vol. LIII, pp. 334-341.

[15]James J. Asher, "The total physical response approach to second-language learning." Modern Language Journal, 1969, vol. LIII, pp. 3-17.

understanding-action patterns as children do in play activities, the adult listening comprehension would exceed that of children.

K. S. Lashley and Donald Hebb have worked in the area of neurophysiological psychology to explain the functioning of complex speech sequences. Hebb proposes that frequent sensory impressions form cell assemblies, and that these assemblies plus some kind of sensory feedback account, in part, for the pacing of thought with normal, rapid speech. Hebb's word in the development of concepts and perception has provided the stimulus and support for research in other aspects of language learning.

Though the "gestalt" school was concerned to a greater degree with perception than with language acquisition, their theories of the relationship of "whole" meaning to "part" analysis has application to certain of the analytical aspects of second language learning. They have been credited with providing, in some measure, the basis for the "cognitive code" learning theory.[16] *The idea of general understanding preceding specific is not, of course, a "gestaltist" exclusive. "The algorithm of cognition applied to language must be semantic. At first there is a generalized and vague supra-sentential understanding of the discourse... this stage is not followed by an analysis of the sentence in its syntactic construction; but, first of all, by the child's more*

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[16] *John Carroll, "Research in Foreign Language Teaching: The Last Five Years," in Language Teaching: Broader Contexts, Robert G. Mead, Jr., ed. Report of the Northeast Conference on the Teaching of Foreign Languages, 1966, p. 36.*

specific understanding--and use--of "words."[17]

It would appear that the theories revolving around meaning and those concerned primarily with verbal behavior are, in many ways, incompatible. However, Lambert suggests that "there is nothing necessarily inconsistent in a discipline having more than one scheme of analysis to integrate facts and explain events, especially when these are as complex as learning and human cognitive behavior...a single set of principles may ultimately draw the two schemes together."[18]

What have these, some of the schools of thought on the psychology of language learning, to contribute to the teaching of foreign languages? There are some, like Noam Chomsky, who feel that theories have very little to offer directly. He is skeptical of the value for foreign language teachers, of the insights and understandings offered by linguistics and psychology. He says that these insights "must be demonstrated, and cannot be presumed. It is the language teacher himself who must validate or refute any specific proposal. There is very little in psychology or linguistics that he can accept on faith."[19] If the foreign language teacher needs middlemen, researchers to apply and test

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[17]Walburga Von Raffler Engel, "Some suggestions for research on first and second language acquisition," Etudes de Linguistic Appliquée, University of Eesancon, France, 1968-69, p. 14.

[18]Wallace E. Lambert, Psychological approaches to the study of language. Part I: On learning, thinking and Human abilities," Modern Language Journal, 1963, vol. XLVII, pp. 51-2.

[19]Noam Chomsky, "Linguistic Theory," in Research in Foreign Language Teaching: Broader Contexts, Robert G. Mead, Jr., ed. Report of the Northeast Conference on the Teaching of Foreign Languages, 1966, p. 45.

these theories and interpret the results then those concerned with FLES students are charged with investigating the intersection of research and opinion on child growth and development, language learning in general, first language acquisition, second-language learning and all of their component parts. Though the relationship of any one of these areas to the teaching of a FLES class may not be direct, an "insight" into some aspect of second-language learning at the elementary school level may be forthcoming.

Studies which deal with verbal language acquisition in the elementary school child are not overabundant. At either end of that sequence the amount of material to be scanned is overwhelming. In fact, one wonders if some kindergartners have time for "sandbox" considering the extent of their work with paired associates. Most of the studies which will be cited deal with the elementary school child of FLES age. Those which do not concern this particular age group seem to have general applicability. Only studies which seem to have some possible relationship to FLES learning have been noted here.[20]

Any attempt to investigate research in the psychology of language learning must involve first of all, consideration of the learning characteristics and growth patterns of the age group. Piaget has investigated extensively the capacities, characteristics, capabilities, and learning patterns of children of specific

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[20] Articles particularly related to FLES are available through ERIC. See the ACTFL Bibliography in Foreign Language Annals for May 1969, pp. 483-525.

age groups. Gesell and Ilg have added to the information on child growth and development, knowledge necessary to a consideration of any learning area of the elementary school child.

It is generally agreed that the first grade child has developed all of the necessary ingredients for adult speech. Leopold observed that the child of 6 or 7 has formed his basic speech habits and Hockett proposes that the speech habits of a child are established before puberty. Though all that the child needs for oral expression are available to him, Flavell reports that verbalization does not always occur. "There is more to language development than just a gradual mastery of its phonology, morphology and syntax. The child who 'has' a language, in the sense of having acquired such mastery may still not know exactly when and where to use what he has in rather the same way that an individual may 'have' a concept or cognitive rule and yet not think to apply it on every appropriate occasion."[21]

The acquisition of vocabulary is the basic (lifelong) language task after the age of 6 or 7, from 23,700 words in grade one to 80,300 in grade 12.[22] Carroll reports that increased sentence length is also characteristic of developing language competence.[23]

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[21]John H. Flavell, David R. Beach and Jack Chinsky, "Spontaneous verbal rehearsal in a memory task as a function of age," Child Development, 1966, vol. 37, p. 296.

[22]Mary K. Smith, "Measurement of the size of general English vocabulary through the elementary grades and high school," Genetic Psychology Monographs, 1941, vol. 24, pp. 311-345.

[23]John Carroll, "Language Development," Handbook of Research on Teaching, N. L. Gage, ed., Chicago: Rand McNally, 1963, p. 748.

The meaning of the word for a child depends on his experience.[24] Just as Piaget had characterized the difference between adult and child thinking as qualitative not quantitative, Feifel and Lorge have noted significant qualitative differences in vocabulary responses of younger and older children, those between the ages of 7 and 14. They also noted characteristic differences in their mode of thinking even though the groups were of similar background. "Younger children significantly more often employed the use of description and illustration, demonstration, inferior explanation, and repetition types of response."[25] The younger ones also tended toward the concreteness and particularity of ideas while the older children stressed the abstract and class features of word meanings.

The quality and the rate of a child's language development in his pre-school days depends upon the language used in his home. A child from a home in an upper socio-economic level has a faster rate of language development.[26] According to Hockett the most important factor "shaping the emerging dialect of a child is the speech of other children."[27]

The relationship of concepts to language acquisition has been the focus of many paired associates studies such as those of Hull

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[24] Ibid., p. 747.

[25] Herman Feifel and Lorge, "Qualitative differences in the vocabulary responses of Children." Journal Of Educational Psychology, 1950, vol. 41, p. 17.

[26] John B. Carroll in Handbook of Research on Teaching, p. 749.

[27] Hockett, op. cit., p. 449.

and Miller. Vygotsky states that "memorizing words and connecting them with objects does not in itself lead to concept formation."[28] Wilburga Engel found that work with deaf children lead her to the conclusion that "the early stages of concept formation are not in any way tied to syntax."[29] On the subject of cognition and language development, there is a variety of opinion. Piaget felt that the process developed in a child in sequence from non-verbal autistic thought to egocentric thought and speech. In the older child, he proposed that the thought process, the development of logic, was directly related to mastery of language. John Carroll states that evidence indicates that "a particular set of meanings and categories provided by a language conditions the cognitive processes of the child."[30] Wilburga Engel sees it another way, "All told it appears most likely that the discovery--i.e. understanding and use--of the language of his environment by the child is conditioned by his cognitive development."[31] Vygotsky believed that thought and the development of the linguistic process in young children could not be equated genetically, but "the child's intellectual growth is contingent on his mastering the social means of thought, that is, language."[32] The theory that a second language has some specific effect on the cognitive process would seem to be supported by Peal and Lambert's study of bilingual Canadian ten year olds. They found that a child's experience with

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[28]Vygotsky, op. cit., p. 55.
[29]Engel, op. cit., p. 10.
[30]Carroll in Handbook of Research on Teaching, p. 744.
[31]Engel, loc. cit.
[32]Vygotsky, op. cit., p. 51.

both French and English "seems to have left him with a mental flexibility, a superiority in concept formation and a more diversified set of mental abilities."[33]

The fact that generally girls develop their first language faster than boys is a matter of record. Asher and Garcia found in their study of Cuban children that girls were superior to boys in achieving near native accents in second-language learning.[34]

Though it would seem to be linguistically advantageous to be born female, first-born boys may be somewhat compensated. First-borns seem to have a distinct record of success in certain forms of intellectual accomplishment and have been rated by their teachers (linguistic competence being a vital part of the evaluation) in one study, as superior.[35]

Research, one of the most effective forms of information input for verbal learning, has not produced a clearcut statement of the superiority of either visual or aural media. A study of 3rd to 7th graders[36] suggested that the younger children responded better in learning situations in which material was presented

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[33]E. Peal and W. E. Lambert, "The relation of bilingualism to intelligence" Psychological Monographs, 1962, vol. 76 (27, Whole No. 546.)

[34]Asher and Garcia, op. cit.

[35]Richard Bradley and Marshall P. Sanborn, "Ordinal position of high school students identified by their teachers as superior," Journal of Educational Psychology, 1969, vol. 60, pp. 41-45.

[36]Harold W. Stevenson and Alexander Siegel, "Effects of Instructions and age on retention of filmed content,", Journal of Educational Psychology, 1969, vol. 60, pp. 71-4.

auditorially than those presented visually. The older students were relatively more responsive to the visual material. This reinforces the findings of Carterett and Jones[37] and the review of Day and Beach[38]. Wimer and Lambert found that the learning of nonsense syllables was more efficient when they were associated with objects than with the printed names of the objects.[39] In a study of 3rd and 6th graders, pictures of objects were more efficient than printed materials in producing learning.[40] In a study in which paired associated were presented aurally and visually, Pimsleur et al determined that "A-V order is approximately equal to V-A in facilitating learning."[41] Cooper and Gaeth concluded that "at some point in language development there ceases to be a functional distinction between modalities."[42]

One of the factors of intelligibility, pronunciation, is the subject of a study based on Heeb's concept of "identity." Mueller

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[37]E. C. Carterette and M. H. Jones, "Visual and auditory information processing in children and adults," Science, 1967, vol. 156, pp 986-88.

[38]W. P. Day and B. R. Beach, "A survey of the research comparing the visual and auditory presentation of information," Dayton, Ohio Air Force Technical Report 5921, 1950.

[39]C. Wimer and W. E. Lambert, "The differential effects of word and object stimuli on the learning of paired associates," Journal of Experimental Psychology, 1959, vol. 57, pp. 31-35.

[40]William D. Rohwer, Steve Lynch, Joel Levin, and Nancy Suzuki, "Pictorial and verbal factors in the efficient learning of paired associates." Journal of Educational Psychology, 1967, vol. 158, pp. 278-284.

[41]Paul Pimsleur, D. M. Sundland, R. J. Bonkowski, and L. Mosberg, "Further study of the transfer of verbal materials across sense modalities," Journal of Educational Psychology, 1964, vol. 55, p. 96.

[42]J. C. Cooper and J. H. Gaeth, "Interactions of modality with age and with meaningfulness in verbal learning," Journal of Educational Psychology, 1967, vol. 58, p. 44.

and Niedzielski found that "discrimination and articulation are intimately related and suggest that discrimination training will have a direct effect on the student's pronunciation."[43] Asher and Garcia concluded in their study of Cuban children "that fidelity of pronunciation and listening comprehension of a second language are orthogonal dimensions or even inversely related."[44]

Memory, that vital hinge on which language acquisition turns, has not been the subject of extensive investigation. It is also an aspect of language learning which should be of special interest to FLES teachers since it is one in which the younger student is at a distinct disadvantage. George Miller has provided information on the process of "recoding" which has implications for foreign language teachers.[45] Pimsleur's "Memory Schedule"[46] based on findings from the field of experimental psychology suggests that the timing of word or phrase recall is far more important than mass repetitions. He provides specific examples of recall schedules for foreign language teachers who might want to follow Chomsky's dictum to "validate."

Though it is not possible to draw direct comparisons between first and second language acquisition since cognitive development

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[43]Theodore Mueller and Henri Niedzielski, "Influence of discrimination training on pronunciation," Modern Language Journal, 1968, vol.LII, p. 410.

[44] Asher and Garcia, op. cit., p. 341.

[45]George A. Miller, "The magical number seven, plus or minus two: some limits on our capacity for processing information," Psychological Review, 1956, vol. 63, pp. 81-97.

[46]Paul Pimsleur, "A Memory schedule," Modern Language Journal, 1967, vol. LI, pp. 73-75.

and maturity factors were conditions of first language learning, B. Harleston feels that there may be definite similarities in a student's problems in learning his first and second languages.[47] A number of studies have related foreign language success to certain aspects of native language proficiency. The work of Carroll and Sapon and Paul Pimsleur in the development of language aptitude tests has pinpointed some of these relationships as well as some of the psychological factors in second-language learning.

Pimsleur, in his battery, relates success in a foreign language learning situation to motivational factors. Wallace Lambert has produced, with others, several surveys which indicate a relationship between positive attitudes and success in language acquisition.[48] "Methods of language training may be modified and strengthened by giving consideration to the social-psychological implications of language learning."[49] Studies by Murray and White have indicated that children need to experience achievement and competence if they are to be successful in any area.[50] Particularly vital for young children is a satisfactory teacher-pupil relationship. Nelson Brooks has said, "When we relate learning to the instruction process, we become sharply aware of teacher-student

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[47]Rivers, op. cit., p. 37.

[48]Gardner and Lambert, op. cit.

[49]Wallace E. Lambert, "Psychological approaches to the study of language. Part II: On second-language learning and bilingualism," Modern Language Journal, 1963, vol. XLVII, p. 116.

[50]H. A. Murray et al, Explorations in Personality, New York: Oxford Press, 1938.

interaction, and we realize that language, in its essence, is neither individual behavior nor group behavior, but dyadic behavior, and merits intense study in these terms."[51] Gertrude Moskowitz has prepared, specifically for foreign language teachers, a "category system for describing pupil-teacher interaction" based on the interaction-analysis system of Ned Flanders.[52]

Wallace Lambert has done a great deal of research in the area of bilingualism and second-language learning. One of his latest investigations with a group of English-speaking children in a first grade in which French was the sole language of instruction, has implications not only for FLES teachers but for anyone concerned with language learning. Tests given the group in both French and English at the end of their first grade year indicate that there were significant inter-language transfers of some components of language ability and skills.[53] Reports will follow at the end of their second and third grade years.

Piaget determined that children of certain ages had particular acquisition potential or special learning inabilities. For example, he felt that a child had developed an internalized grammar long before he developed logic. The child was not capable

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[51] R. W. White, "Motivation reconsidered: the concept of competence," Psycholgical Review, 1959.

[52] Nelson Brooks, "The ideal preparation of foreign language teachers," Modern Language Journal, 1966, vol. L, p. 75.

[53] Gertrude Moskowitz, "The effects of training foreign language teachers in interaction analysis," Foreign Language Annals, 1968, Vol. 1, p. 218.

[54] Wallace E. Lambert and J. Macnamara, "Some cognitive consequences of following a first-grade curriculum in a second language," Journal of Educational Psychology, 1969, vol. 60, pp. 86-96.

much before the age of 12 of understanding the formalized rules which he utilized automatically. To attempt to make him "learn" grammar before that age was to force him to apply a scheme which he could not comprehend. "To everything there is a season, and a time to every purpose under the heaven." G. A. Ferguson calls it "sequencing." The efficiency of learning, according to this theory, depends upon the proper ordering of the acquisition of abilities. Early learning is vital to adult capacity and as important to the fast as to the slow learner. Rapid learning at a beginning stage might encourage the learner to rest on his oars, thus allowing several steps in the learning process to flow by him. Not being properly prepared for the advanced stages because of the missing steps he managed to just get through, the original and initial high point would have become a permanent learning plateau. Proper presentation of suitable material, at the right time, determine success. The "when" of learning is as important as the "what."

Lambert emphasized the importance of Ferguson's theory for foreign language teachers.[54]

> The implications of this view of abilities for language teachers are immense. Over and above its value as a general theory, it offers various practical guides: that the learning of languages should be shifted to early age levels, and that experimentation on such a shift should be undertaken with very careful consideration given to ability requirements and their sequencing...It may well be

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[55] Wallace E. Lambert, "Psychological approaches to the study of Language, Part I: On Learning, thinking and human abilities," Modern Language Journal, 1963, vol. XLVII, p. 62.

> that the audio-lingual method is appropriate for second language learning at very early levels for certain children, but it may, for older subjects, run counter to ability patterns developed over many years.

It was the philosophy of Vygotsky that "intelligence is the capacity to benefit from instruction."[55] Ferguson tells us that this capacity is adjustable, not fixed by hereditary background, that sequencing is of vital importance in determining the final level of abilities an individual attains. This imposes the responsibility on all teachers and administrators not only to investigate research in new trends and techniques of instruction, but also to be aware of learning patterns and abilities of children at all levels, and to try to provide for each student's varying and individual receptivity for learning experiences.

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[56]Jerome Bruner, op. cit., p. viii

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PRINCIPLES OF LANGUAGE LEARNING

IN THE FLES CLASSROOM

"....language teaching requires a most thoughtful attitude."

B. L. Belyayev

To say that much has yet to be learned about language learning--and language teaching--at any level is comparable to declaring that it is not easy to explain the Mona Lisa. It is equally obvious that interest in the subject is keen, here and abroad.

One very significant aspect of the modern search for a fuller understanding is the fact that the foreign language teacher is an active member of the team. The up-to-date foreign language teacher, while still, as Albert Valdman expresses it, "obligated to students with inexorable regularity, regardless of the state of search or research," expects to be both contributor and beneficiary in what John Travers has termed "a mutually rewarding relationship between educator and psychologist."

We note that the psychologist and the teacher are challenged with refreshing candor. Wallace Lambert suggests that the increasing popularity of neurophysiological psychology as an area of specialization produce findings of interest to teachers "who have seriously pondered the magical complexity and beauty of language" as well as to "those who may be discouraged about psychology's role in the study of foreign language because they have primarily encountered technician-type psychologists." Alfred Hayes in his introduction to Trends in Teaching, speaks of the teacher as "the

indispensable link between theory and practice in fostering learning" and calls upon him to "understand and question assumptions underlying suggested approaches." He continues: "This questioning, as students are observed going through the learning process, is a rich potential source of new theory, of new research, and ultimately of even more effective teaching practices."

Professor Belyayev, of the University of Moscow, says of the teacher that he "must....be capable of making a psychological analysis of his own foreign language lessons and those of other people in order to create the most rational and psychologically sound method of teaching."

It seems reasonable to assume that the experienced language teacher will agree with the spirit of the above statements, for who among us has not had to be alert, to test, to seek constantly that happy combination which works best?

In his readings from specialists in research on language learning, the foreign language teacher may well find that some experiment or hypothesis which the researcher would like to see "tried out" has indeed been tried--albeit less scientifically--in his own classroom.

It is with full awareness that the "questioning" attitude is characteristic of us all that I shall attempt to present those assumptions about language learning which lie at the very heart of FLES.

1. *The concept of <u>appropriateness</u> to the child, or student, is vital. While no one would deny that the subject*

matter must be "authentic," both the foreign language and its presentation must be expertly adapted and sequenced.

Mr. Bruner has been quoted frequently: "The task of teaching a subject to a child at any particular age is one of representing the structure of that subject in terms of the child's way of viewing things."

He strikes some important notes: "If one respects the ways of thought of the growing child, if one is courteous enough to translate material into his logical forms, and challenging enough to tempt him to advance...."

2. *Closely related to the concept of appropriateness is that of <u>interest</u>. Robert Galisson (Le Français dans le monde, Mars 1969) touches this theme in broad terms: "....le goût du public varie avec l"âge, le sexe, la nationalité.... Ce qui intéresse un enfant (les animaux, le jeux) n'intéresse plus un adulte. Ce qui captive une adolescente (le maquillage, le frivolités...) rebute un adolescent."*

   To accept the notion that interest seems to be the key to much of the motivation for language learning is to underscore the need for careful attention to many routine matters, such as the selection of texts for students. It is vitally important that the first textbook given to older FLES students be chosen for its esthetic appeal as well as for its language validity.

Since attentiveness is crucial to learning, the child's interest and progress in language learning may be greatly dependent upon environmental factors as well as approaches designed to encourage both "voluntary" and "involuntary" attention.

3. *Motivation to learn must be constantly renewed. Again, there are many determining factors, including age. One fact seems clear: the teacher does not have the sole responsibility for cultivating positive attitudes toward language learning. H. H. Stern emphasizes this viewpoint:*

"Into language learning enters more than the maturation of the learner and the linguistic aptitude. It is largely a matter of motivation and attitude. Experienced language teachers are aware of this. It is now also supported by the ingenious penetrating studies in the social psychology of language learning which Lambert and his students have recently carried out in Canada and the U. S. A.... From all that is known about motivation and attitudes in children, one would infer that children require less explanation and more an eager and positive attitude toward the contact with the language, culture, and people. This is conveyed to them by the social environment, particularly their families, but also through the social climate of the school and neighborhood. If the attitude conveyed is negative and

has led to antagonistic stereotypes, the learning of the language in question - whatever the starting age and whatever the linguistic aptitude - is likely to be an uphill struggle."

Certainly the highly important quality of "feeling for language" as well as the ability to think in the language are hard to develop whenever less than optimum conditions prevail.

4. In language learning, the child must be personally involved, to a high degree. It is considered a key principle of learning that active participation produces more rapid learning. George Miller, in writing of the verbal behavior of children, calls language a "kind of cooperative human behavior." Wallace Lambert emphasizes the "social-psychological" nature of language learning.

Early language learning has often been called "un travail de gymnastique mentale." The distinction may be apt, for the younger the child the more nearly physically involved he must be in the learning process. If there are objects to touch, he will want to touch them; if there is "play acting" he will want to play act. If there is talking, he will likely want to talk, very much as a part of a group, doing the natural and acceptable things that his peers do. The teacher must understand the child's physical world and his physical

growth to the extent that these factors influence learning.

The older FLES student may profit from being made a partner in the understanding of such matters as language goals and how they may be achieved.

5. *The element of immediacy is important in language learning at the elementary school level. In the best modern sense, reinforcements which encourage learning are, whenever appropriate, given on the spot. They include teacher approval (often in the form of a gracious nod or a fleeting smile) of effort and of a job well done. The child is given language elements which he can understand and use, from the beginning. The situational dialogue for the early verbal stages is one way of providing this immediate contact "avec le réel."*

I have used the expression "audio-visual-lingual-tactile" to describe early language experience on the part of younger children. From the concrete everyday situation the student gradually emerges into a world which is more abstract, in keeping with his total growth and development.

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There is much more that might be said... Early language learning cannot be rushed. Ideally, the foreign language class should have no more than 20 students if the "programme adapté à base orale," is to be effective... Homogeneity in grouping is

important... Frequent class meetings for short periods of time are far more valuable than fewer periods of longer duration... Not all children respond equally well... Much learning, even at the FLES level, is incidental...

We see increasing evidence that the aim of our elementary schools is what Fénelon might have called "L'éducation attrayante." FLES fits into this goal, nicely.

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REALITY

This section attempts to provide partial answers to the following questions:

What is the present status of FLES?

Have we made progress in the last five years?

Where is the major interest in FLES?

Have FLES programs utilized the findings of research?

What direction for FLES is indicated in the next five years?

What is the relationship between FLES and bilingualism?

Who is making the decision to institute new programs, to phase out programs, to reinstate programs?

The FLES Committee of the American Association of Teachers of French began an on-going survey of FLES programs throughout the country during the spring of 1969. While the statistics are not complete for a number of reasons, much interest has been generated at the state level and the local level. It is planned that a similar survey will be conducted during the spring of 1970 in order to find out the "here and now" of FLES. We need information about FLES: we need to know where it exists; we need to know where it is strong; we need to know where it is weak; we need to determine "where we're at, where we're going, and why we're going there."

Gladys Lipton

INTRODUCTORY REMARKS ON

FLES ENROLLMENTS

The FLES Committee has begun a continuing study consisting of a survey of FLES enrollments in all 50 states, with a breakdown of figures into several categories (i.e. enrollments according to language, numbers of teachers employed, number of schools and school districts which maintain FLES programs, use of specialists and TV programs). A copy of the questionnaire follows this report.

The first questionnaire sent to all 50 State Foreign Language Consultants by Dr. Spaar last winter did not reach many of the Consultants until after our spring deadline. By October, some response had been obtained from 48 states, although few consultants were immediately able to give us the information exactly as requested. We spent a great deal of time building a preliminary set of figures. In the 27 states providing at least rough or partial estimates of FLES enrollments, we have approximated a total of 524,801 FLES students. This may represent about 50% of the national picture, but a projection based on these imprecise and incomplete numbers would not be valid.

Since nearly all the State Foreign Language Consultants are now aware of the Committee's continuing study, it is possible that we can obtain enough additional figures in the coming months to fill out the other categories. We would like, if possible, to have complete figures of overall FLES enrollments in each state.

The Committee will next construct and distribute a follow-up

to our first questionnaire, hoping for a more precise set of responses. It is important to the foreign language teaching profession, in general, that the "State of FLES" be determined realistically. Estimates of national foreign language enrollments in elementary schools which speak of 2 million, 4 million or more students would seem, from our limited findings, to be overly sanguine, to say the least.

It will be noted that we have made no attempt to evaluate FLES programs or teaching methods. The FLES Committee hopes mainly to establish figures on which subsequent studies involving evaluation may be based.

SURVEY OF FLES ENROLLMENTS

American Association of Teachers of French
FLES Committee

Name _____

Position _____

Office address _____

City and state _____

Office Telephone _____

1. *What is the total number of school districts in your state?* ____

2. *What is the total number of school districts in your state which offer FLES below grade 7?* _____

3. *What is the total number of children studying each of the foreign languages at the FLES level?*

Chinese _____	*Hebrew* _____	*Spanish* _____
French _____	*Italian* _____	*Swahili* _____
German _____	*Russian* _____	*Other* _____

4. *What is the total number of FLES teachers in the state for each of the following languages?*

Chinese _____	*Hebrew* _____	*Spanish* _____
French _____	*Italian* _____	*Swahili* _____
German _____	*Russian* _____	*Other* _____

5. *What is the total number of school districts which begin FLES instruction at each of these grade levels?*

Kindergarten _____	*Grade 3* _____	*Grade 6* _____
Grade 1 _____	*Grade 4* _____	
Grade 2 _____	*Grade 5* _____	

6. *You are invited to comment upon any aspect of FLES programs in your state, should you desire to do so. (Use the reverse side of this sheet if necessary.)*

_____

_____

PLEASE RETURN THIS COMPLETED FORM BY MAY 21, 1969

THIS IS WHERE WE'RE AT

Prior to 1958 the number of foreign language programs in the nation's elementary schools were few in number and were, generally, well publicized. The compilation of a statistical report on FLES programs at that time presented relatively little difficulty.

Today, a mere dozen years later, the gathering of facts and figures concerning the teaching of foreign languages at the elementary school level has become an enormous and difficult task. Since the years 1958 and 1959, which marked the beginning of the upsurge of FLES programs in the United States, elementary school foreign language programs have been in a state of flux. State foreign language supervisors, even those aided by computer reporting services, have been unable to keep track of the development and modification of FLES programs within their own state. Information which they report, in some cases, may be one to three years old. A few states have either no foreign language supervisor or no provision for school districts to report elementary school subject offering to anyone at the state level.

Despite the difficulties, our efforts have yielded a substantial enough body of information in order to be able to make some general observations about the FLES programs in the various parts of the country. A scrutiny of the available data reveals which languages are being taught and the grades in which foreign language study is being initiated.

Which languages are being studied in the elementary schools in the various regions of the country?

In studying the distribution of languages taught in FLES classes in the various sections of the country, one fact is immediately evident: the language popularity patterns for the various regions of the country have not substantially changed during this twelve-year period.

French remains the foreign language that is most frequently studied in the states along the northeastern seaboard and in other inland north-eastern states such as Ohio and Illinois. In northern central states such as South Dakota, Nebraska and Wisconsin, French either predominates or enrolls only slightly fewer students than Spanish.

The teaching of Spanish continues to predominate in the schools of the West and South. In some of the states of these regions, such as Wyoming and Arizona, FLES classes exist only for Spanish. In most other states of these areas between sixty-six and ninety-nine percent of the children enrolled in FLES classes are learning Spanish.

Louisiana, of course, is the exception to the rule followed by other southern states. Louisiana retains its ties with its French heritage. In 1968 the Louisiana State Legislature adopted five acts concerned with the teaching and preservation of the French language and culture in Louisiana. Act. No. 408, Section A stipulates that

"Beginning in 1969-70 all public elementary

> *schools shall offer at least five years of French instruction starting with oral French in the first grade except any school board may request State Board to be excluded from this requirement which request must be granted. School boards may subsequently participate if they wish. Also parent may request in writing that pupil be exempted."*

FLES programs in languages other than French and Spanish account for approximately .05 percent of the total FLES enrollment for the country. Such programs are confined to northern and central states. German FLES classes are offered, for example, in New York, Illinois, Ohio, South Dakota, Wisconsin, Washington, Montana, Colorado, Nebraska, Kansas, Missouri and Arkansas. Scatterings of FLES programs for less commonly taught languages are found in many of these same states and in neighboring ones: Hebrew, Italian, and Russian are offered in some FLES classes in New York and Ohio; Colorado also lists Italian FLES programs; Russian programs are listed by Missouri and Wisconsin. Other FLES offerings reflect ethnic backgrounds of the population of the area: Swahili in New York, Sioux Indian in South Dakota, and Ukranian, Hungarian, Slovenian, and Polish in Ohio.

The number of different language offerings within a state appears to be influenced by the ethnic representation or "cultural orientation" of the population rather than by the percentage of school districts which offers FLES programs. Thus, states having relatively low percentages of school districts with FLES programs, such as Colorado (7.7 percent), Missouri (2.8 percent), South Dakota (3.9 percent), and

Washington (2.9 percent) offer at least four different languages at the FLES level. New Hampshire and Maryland, on the other hand, which rank among those states having the highest percentages of school districts with FLES (15.6 and 19.2 percent respectively) limit their FLES offerings to one language, French. It is true too, of course, that some states like New York and Wisconsin with relatively high FLES program percentages (14 and 13.8 percent) offer four or more different languages.

Which states have the highest percentages of school districts which offer some FLES program?

States having the highest percentages of school districts with FLES (13 to 20 percent) are grouped mostly along the northeastern seaboard. A scattering of northern inland states also, such as Ohio and Wisconsin, rank among those states with high percentages of FLES school districts. In the State of Maine, however, and in many south-western states, percentages of school districts are relatively low (under 5 percent). A middle group of states, with between 6.7 percent and 9.9 percent of their school districts offering FLES programs includes, for the most part, states located in the central region of the United States.

In which grade is FLES instruction most frequently begun?

The great majority of school districts throughout the

country confine FLES instruction to the upper elementary grades. The most usual starting points are in grades four and five. Only slightly less frequently initial FLES instruction is offered in grade six. This pattern appears to be nationwide. It is interesting to note that three states, Kansas, Missouri, and Ohio have school districts which offer some foreign language instruction in every elementary grade from kindergarten through sixth grade.

Do the teaching loads of FLES teachers vary widely from state to state?

The teaching load of FLES teachers is perhaps the most difficult aspect of FLES programs to assess. The work of the FLES teacher is very often supplemented by films, televised programs or classroom teachers. Combinations of any two of these aids or all three are possible in addition to or without a FLES specialist. Types of programs vary not only from state to state, but also among school districts within the same state. Even definitions of "the FLES teacher" vary from a native speaker of the language who has been trained as a specialist in the teaching of foreign languages to a classroom teacher with minimal training in the foreign language and in foreign language teaching methodology.

In a questionnaire prepared for gathering information for this report, state foreign language supervisors were asked to indicate the number of FLES specialists for each

foreign language taught in the schools of the state. Responses from those states which were able to supply this information show that the ratio of FLES students to FLES teachers may run anywhere from ten pupils to one teacher, to over five hundred pupils per teacher. High and low pupil-teacher ratios appear to follow no definite pattern either for sections of the country or for high and low percentages of school districts with FLES. Usually it is the least frequently studied languages which have the lowest pupil-teacher ratio. One additional fact is worthy of mention; the State of Ohio which can boast, perhaps, of the longest uninterrupted FLES program in the country, has a consistently low pupil-teacher ratio for all languages taught at the FLES level. Meeting the demand for qualified FLES teachers seems to present less of a problem for Ohio than for many other states. For well over forty years Ohio has been able to recruit a portion of its foreign language teachers from among the products of its own foreign language program.

What are the prospects for FLES in the 1970's?

As indicated at the beginning of this report, the past dozen years have been years of dramatic growth and change for FLES. In this dozen years we have had the opportunity to give a head start in a foreign language to a portion of a new generation of Americans. Children who began the study of a foreign language as fourth graders in 1958 will graduate from

college in June 1970. Undoubtedly some of these former FLES students will join our profession. In many cases their training in the language will have been longer and superior to the training which their teachers had. They will profit too from mistakes that have been made and research that has been begun. During the coming dozen years, with greater skill and insight, these former FLES students will help to prepare the next generation of bilingual Americans.

Virginia Spaar
New York, New York

Benita Bendon
New York, New York

PROGRESS MADE IN THE PAST TEN YEARS

It is a fact that for the past ten years FLES studies have been marked by a spirit of deep understanding and bold vision. The teaching of French culture especially has reflected this trend, whether practiced in the classroom or boosted by scholarly research. Between 1960 and 1964 a wealth of articles and books by linguists, psychologists, and sociologists stated, examined, and offered solutions to the broad problem of language and culture.

The 1965 AATF FLES Report emphasized the concept of culture and civilization understood in an anthropological perspective. This concept continues to receive wide general agreement in 1969. Creative, bilingual, bicultural, or polycultural teachers had often taught foreign idioms and civilizations on a "comparative" basis at college and high school levels. It is thanks to international research by anthropologists as well as existentialist basic assumption of man seen in a "situation" that attention and appreciation have been granted to what can finally be called a new philosophy in foreign language teaching. It may be well to recall the definitions given by Nelson Brooks of the two words, "culture," and "civilization." Culture is the way a given people think and believe and live, with special emphasis upon the link between the individual and the total group of which he is a part. In this sense, every human being lives in a culture and always has since man became man. Civilization is the height of culture resulting from a concentration of many persons living together

in close contact.[1] Awareness of different aspects of culture, whether "way of life" or formal culture still within the anthropological concept was recommended by the 1965 FLES Report. Two words of caution, however, are in order when we come to consider FLES teaching of contemporary French culture. First, the teacher should keep in mind a constant careful checking of his information against the many changes that occur in our fast world. We note, for instance, that to mention only one of the many popular topics that are in the French educational system today, differences between school life of an American and a French boy are quickly disappearing. Representing the French child wearing only short pants, being graded from 0 to 20 and going to a non-coeducational lycée will very soon be obsolete. 50% of ten-year old boys are now wearing long pants. And the word coming from the Ministry of National Education is to grade A, B, C, D and to reorganize lycées on a "mixte" basis. The second word of warning concerns the teacher who, moving at ease in the target culture, must be conscious at all times of the fact that one given aspect of culture, no matter how small, may potentially put fundamental values of the foreign civilization at stake. Consequently, he will exercise thorough judgment in selecting those elements of culture which he will teach.

The next crucial question that confronts us is the following. Do the presently available materials support and implement the

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[1] Brooks, Nelson, Language and Language Learning, 1966, Harcourt, Brace and World.

concepts and methodology that we have carefully elaborated for the teaching of foreign culture in the target language with an early start? Do we have good textbooks and enough of them at the FLES level reflecting the importance of the dimension of culture?

We may indeed observe the giant step taken in the past ten years as we look back to the materials published in the 40's and even the 50's when cultural readings were systematically presented on pages in the mother tongue, thus placing a stamp of arbitration on what should have lent authenticity to the learning of the second language. The increased use of Teacher's Guides did help correct this situation reducing English to a minimum even to state directions or rules. But in their effort to stress the study of the spoken language, some widely used contemporary high school texts have overlooked the chance and obligation to contribute to the students early esthetic education by too much postponing introduction to French culture. Present-day FLES materials compare favorably to those. Numerous items of culture as a way of life are integrated in dialogues. In a T. V. program, film sequences which were made in France with French people show and present real life. Certain series of textbooks feature generally correct and at least non-offensive drawings and attractive photographs of French monuments and places. Much more, however, could be done with drawings and pictures alone to create the authentic cultural atmosphere in a book and produce a valuable impact on the pupils. Illustrations should be more closely related to the content of the texts so that they may be of a bigger help in eliciting

additional conversation within a given range of vocabulary and patterns. The cultural teaching value of a picture of the Louvre or the Arc de Triomphe is almost completely lost if used only as a background for a drawing and divorced from it and the dialogue. More reproductions of famous paintings should perhaps be represented as well as scenes of everyday French life and work.

The second criticism is directed toward the paucity of good materials and the regrettable overly cautious attitude adopted by the publishing companies. The list of usable series does not amount to much more than half a dozen, with three or four not originating in this country. The third and more essential criticism pertains to the almost complete lack of proper reading materials. By reading is meant first the text that children see and read in their textbooks after they have mastered its pronunciation and can fluently use the patterned phrases. But reading also means more texts in the form of stories, sketches, poems using the same learned language. Why not talk of literature - the kind that would be tailor written for FLES needs? Howard Lee Nostrand has recommended the use of "artistically excellent poems withint the vocabulary and syntax range of FLES," - adding that "The nourishing of poetric imagination, beginning at childhood needs special care in our matter of fact century."[2]

It seems that the reason for the present poor situations, which is by the way common to about all main FLES series, lies to

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[2]Norstrand, Howard Lee. French Review, October 1961, p. 79.

a large extent in the fact that they have been conceived for the wrong age group. They are based on theoreticians' unrealistic ideas of the 50's who advocated starting a foreign language as early as the second or third grade, ignoring completely the problems inherent to extended sequences as well as the importance of presenting culture through reading. It might be possible for a seven or eight year old child to learn by ear only, by a slow pictorial approach lasting three or four or more semesters, but fifth and sixth graders will not do it. Understanding a book is a symbol of achievement in school life. Many a FLES teacher when experimenting with different approaches, age groups, and materials, has found that it is not advisable and is poor psychology to smother students' eagerness to read in the foreign language. Thus, the problem of reading materials is closely linked to that of the time when French instruction begins. Ideally speaking, perhaps, readers and textbooks should be written by the same authors in order to allow maximum unity and progression.

It can be said that the teaching of French culture is the Fifth Dimension in FLES to be added to the familiar four skills - pronunciation and fluency, reading and writing. The first letter, F, however, refers to First, that is THE ESSENTIAL DIMENSION. "F" moreover can mean FUNCTION in the mathematical sense of the word; the "F" of the four other elements, not coming after them, but partaking of all four (since teaching of culture begins with the first French lesson), while the dimension being equal to an unlimited sum, an opening toward an ever increasing rich

knowledge - that of man. This humanistic view has been noted in the past five years and presumably will penetrate more and more our way of understanding and preparing materials for the FLES teaching of French culture and civilization.

Suggested List of Materials

1. *Parlons Français - EBEC, film series*
2. *Let's Speak French - McGraw Hill*
3. *Français Facile Junior - Hachette*
4. *Les Camptines de Calette - to be published in spring 1970*
4 *Voix et Images de France - Chilton and Didier*

Implementation of Results

The possibility of utilizing research findings as a means of redesigning or modifying existing programs will depend to a great extent on the nature of the research. If, as in the past, research continues to consist principally of summative evaluation, that is, assessing the success or failure of a program at some terminal point in terms of absolutes by using the classic control group versus experimental group design, then the findings of research will have limited influence on implementation of programs. Terminal findings will have terminal consequences: the program will be continued if effective or discontinued if ineffective.

If, on the other hand, we anticipate and encourage a shift to formative evaluation, a less rigorous design consisting of continuous assessment of the program measured in terms of degrees to which it meets its own objectives, we see the possibility of more effective intervention at appropriate points in the program.[1]

We assume that behavioral objectives have been carefully described and that they reflect the needs and philosophy of the local system (rather than abstractions emanating at the national level). The program has been designed taking into consideration

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[1]For further clarification of the distinction between research and evaluation see the following:
Guba, Egon G. "The Failure of Educational Evaluation." Educational Technology, May, 1969. Also "Perspectives of Curriculum Evaluation." AERA Monograph Series on Evaluation, 1967 and Guba, Egon G. and Stufflebeam, David L., Evaluation: The Process of Stimulating, Aiding and Abetting Insightful Action, The Evaluation Center: Ohio State University, 1968.

local resources in terms of financial support, facilities, staffing, student population and community support. Informal assessment of the program by teachers and students can be an ongoing process through which methodology, materials and teaching strategies are constantly checked against student cognitive and affective responses.

An important shift in orientation is essential to structuring this type of evaluation.

1. The teacher must reconsider his role as a participant in evaluation. Heretofore, "research" has been considered the province of the researcher, expert in establishing sophisticated design, collecting hard data (usually empirical) which is processed through complicated techniques (often associated with the computer). Although we are in no way minimizing the importance of this type of study, we suggest that it can be supplemented by other means. The teacher, confident that his perceptions are accurate, sensitive to the numerous variables operating among the students whom he has learned to know well, takes responsibility for recording his observations (anecdotes, log). Such information, available from the total staff, can be summarized and analyzed. When observed behavior is checked against anticipated behavior program changes can be immediately affected to remediate discrepancies between intent and achievement.

2. Sufficient flexibility must be provided in the system to facilitate modifications as suggested by evaluation. This

flexibility must be evident in terms of administrative as well as teacher attitude. Positive response from students must have priority over commitment to a text or to a personal philosophy.

3. Sufficient staff time must be provided for establishing channels of communication, collecting data, pondering on the evidence and planning modifications.

Essentially, much of this process is operative in our schools on an individual, idiosyncratic level. We suggest that it can become truly effective in a setting where evaluation and intervention become a collective, systematic effort adequately supported in terms of in-service training and released time for the teachers. Under such conditions the teacher's status changes. He is not only an unconscious collector of desparate data. He becomes a utilizer of data relevant to the kind of decision making which leads to continuous review and improvement of the program.

Roger A. Pillet
Chicago, Illinois

Conclusion

Research, Relevance, Reality, the three R's of FLES, will become the "household" words of foreign language education at the elementary level. In compiling information for inclusion in this Report, it has become very evident that research in this area must continue if the FLES movement is to continue gaining momentum. Results as have been described in this Report can serve as concrete evidence of the effect of an early beginning in the study of a foreign language and as supportive evidence for established programs and for programs that might be wavering.

In retrospect, there has been much progress made in the establishing of a program in foreign languages at the elementary level, progress, at times, marked with inevitable problems. However, the essential remains that despite much opposition to programs of this nature, many exist that are successful and will continue to be successful. Success in FLES continues to depend on professionals such as members of this Committee and to a person such as Theodore Andersson of the University of Texas who has just published Foreign Languages in the Elementary Schools: A Struggle Against Mediocrity. In the opinion of the Editors of the 1969 Report, this is one of the most informative and important publications to date on FLES. It is a book that should be required reading in courses for preparation of FLES teachers, of elementary teachers, and especially of administrators. This book is a powerful argument for an early beginning of programs of foreign languages. In his introduction, Professor Andersson states the

positive reactions of parents to these programs and also the favorable attitude of many school administrators because of the positive educational values they find in it. However, he also states that there are still sincere skeptics and some outspoken opponents of FLES. Their reasons for this opposition are: doubt concerning the appropriateness of including foreign languages in our public school curriculum, especially in the elementary grades, the already crowded elementary school curriculum, the cost of adding a new subject, and the scarcity of qualified teachers.[1]

The 1969 Report has indicated to a great extent the present status of FLES through the compilation of varied statistics. The trend in recent years has been upward and hopes remain high that it will continue this way. What about the future? What about the vast area of bilingualism and bicultural education? What about materials that will be more suitable to an interdisciplinary approach at the elementary level? What about the kind of teacher that will be needed for FLES instruction, one that is well trained in biculturalism? Times and society are constantly changing, in some cases very rapidly as evidenced during this last decade.

The second of the three R's in the title of this Report is "Relevance." Not only is an early beginning in the study of a

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[1]Theodore Andersson, Foreign Languages in the Elementary Schools: A Struggle Against Mediocrity, page xvii, 1969, University of Texas Press, Austin, Texas.

foreign language important from a linguistic aspect, but also from the point of view of understanding the ways of another people. At an early age when minds begin to form and where the child is so open to all kinds of information, this is the time to instill understanding. In this past decade, ethnic groups have finally been recognized. Instead of disregarding completely a native language, work in this language is now done. Young speakers of a native language are beginning to show pride in their cultural heritage. English speaking children in bilingual schools seem to profit as well in this kind of a situation where communication and understanding are experienced at an early age. As we move toward another decade, an early start in a foreign language will continue to be vital to the changing curriculum patterns of the elementary school. Foreign languages, as any other area of learning, contributes to the development of the child, so flexible in the early years.

The Report presented has been a year's work researched and written by a dedicated Committee. This Committee, although changes in membership have occurred through the past decade, has always remained as one providing professional leadership in an area of much controversy, but equally of much impact. The Committee hopes that the readers of the 1969 Report will bring renewed enthusiasm for their present or contemplated programs of foreign languages in the elementary schools. It is also hoped that this Report will have placed FLES in its proper perspective in the educational development of the child.

Edward A. Bourque
Fairfield, Connecticut

Errata Sheet

The Three R's of FLES

Page IV - Line 13 study

Page IV - Line 16 for their - his

Page 17 - Footnote 1 underline Review

Page 18 - Footnote 4 Paul Pimsleur, Donald M. Sundland, Ruth D. McIntyre, Under-Achievement in Foreign Language Learning. Washington, D. C.: Dept. of Health, Education and Welfare, Office of Education, 1962.

Page 19 - Line 9 Language 3 to

Page 23 - Footnote 14 underline title of journal

Page 26 - Line 15 omit "renewed"

Page 29 - Line 9 for The - That

29 - Line 18 for report - reports

Page 30 - Line 16 Carduner's

30 - Line 9 conversations

Page 31 - Line 31 Objective

Page 35 - Footnote incomplete - December, 1968

Page 37 - Item #29 incomplete - December, 1968

Page 38 - Item #28 incomplete

Page 60 - Footnote does not apply

Page 73 - Line 16 - 527, 492

Page 88 - Line 20 within

88 - Line 21 poetic

88 - Footnote Nostrand

Page 91 - Les Comptines de Colette

91 - Line 5 #5 (not 4)

Page 95 - disparate

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